

Key Question #6 Section

Why Literacy?

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.



**Key Question Six:
How does this work apply
to Content Literacy?**

Why focus on content literacy?

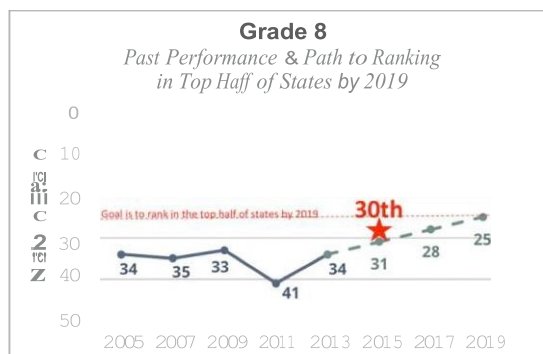
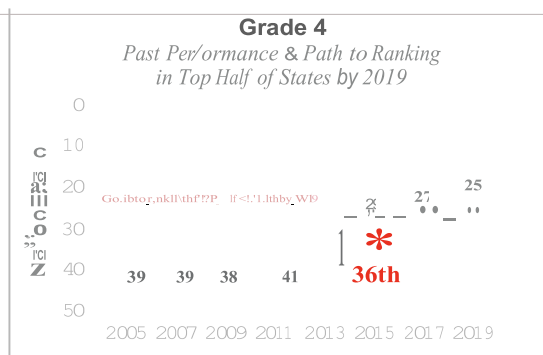
- Over the past several years, we have seen **steady gains in math** performance on TCAP; however, **English language arts** performance has remained **stagnant or declined**.
- Less than half** of all students in grades 3-8 are **proficient or above in reading** on the TCAP assessment.
- Historically underserved subgroups are struggling even more; only **one-third** of economically disadvantaged students and **11 percent** of students with disabilities are **proficient or above in reading** on the TCAP assessment.



INAEP READING

We improved our ranking among states in grade 8 reading but went **backward in grade 4 reading**.

Tennessee still ranks in the **bottom half of all states** on the Nation's Report Card or NAEP in grades 4 and 8 reading.



ACT College Readiness Benchmarks

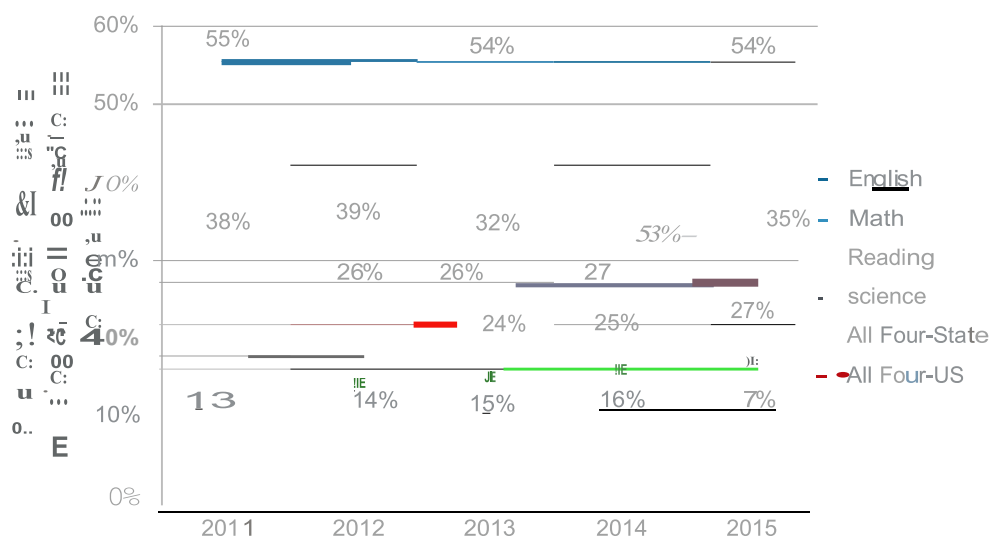
- Benchmarks:**

- Threshold scores on the ACT subject-area tests
- Represent level of achievement required for students to have a 50% chance of obtaining a C or higher in postsecondary
- Aligned with credit-bearing first-year college courses

College Course	ACT Subject-Area Test	ACT Benchmark Score
English Composition	English	18
College Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23



ACT College Readiness Benchmarks



Connections between 3rd grade & HS

- In the United States, reading instruction typically ceases when a child graduates from third grade (Ivey & Fisher, 2006).
- Throughout the upper grades, text demands become increasingly more challenging (Raphael & Au, 2005). Students benefit from continual reading instruction whether the instruction offered is remedial or strategic throughout their educational pursuits.
- At the University of Tennessee, Richard Allington stated that "struggling readers become struggling students" (2012).

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What is the reality?

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WHAT IS THE REALITY CONTENT LITERACY INSTRUCTION?

Strengths-what is working based on the data (evidence) from their school

Weaknesses-identifying those areas of concern within literacy instruction,

Opportunities-what is available for teachers, students, parents, etc. (professional development, courses, literacy nights, etc.)

Threats-what challenges does their school/teachers face with literacy instruction.

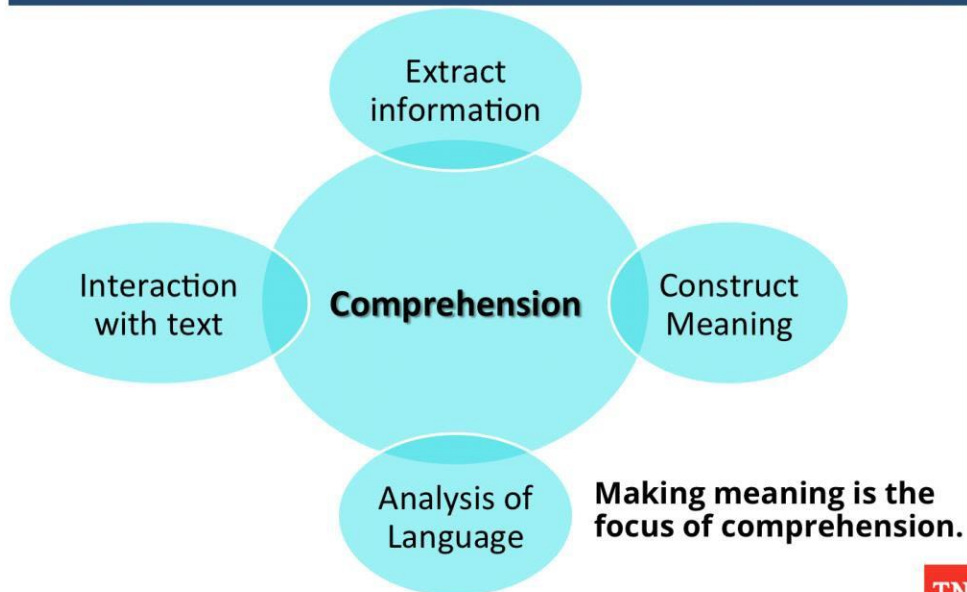


Focal Areas

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Comprehension

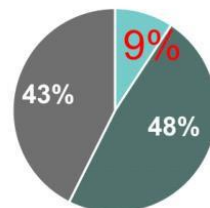


Reading comprehension lessons are mostly focused on isolated skills rather than building content knowledge.

Few reading comprehension lessons are designed to build students' **knowledge or vocabulary**.

Did students build content or cultural knowledge as a result of this lesson?

- Yes. This lesson was focused on developing deep knowledge through reading.
- Somewhat. Students may have gained at least some knowledge through this lesson.
- No, students did not gain knowledge in this lesson.



TN

Reading and Writing

Middle and High school students encounter a wide array of text demands that require different reading approaches (Kucer, 2005). With increasing cross curricular literacy demands, students need explicit instruction to develop comprehension strategies.

Research shows:

- All people can be struggling/reluctant readers depending on the text (Beers, 2003)
- Reading and writing are strongly correlated (Graham, et al, 2013)
- Writing provides a tangible way to measure the invisible process of thinking

II

Instructional Shifts for ELA



Knowledge

Building knowledge through content-rich nonfiction.



Evidence

Reading and writing grounded in evidence from text.

OJ

Vocabulary

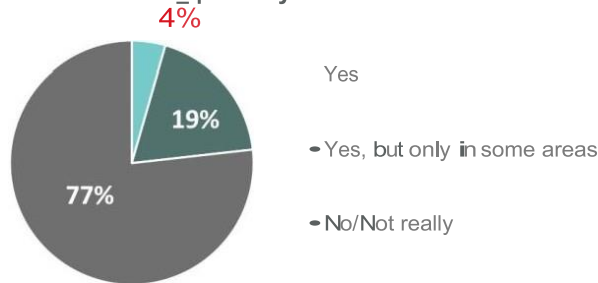
Regular practice with complex text and its academic language.

II

Successful implementation of Tennessee's ELA standards requires teachers to make shifts in instructional practice.

Most teachers in Tennessee are not yet making those shifts. **Only 4 percent** of lessons fully demonstrated the instructional shifts required by the standards.

Overall, did this lesson indicate that the teacher is making the instructional shifts required by the standards?



II

Review and Reflection

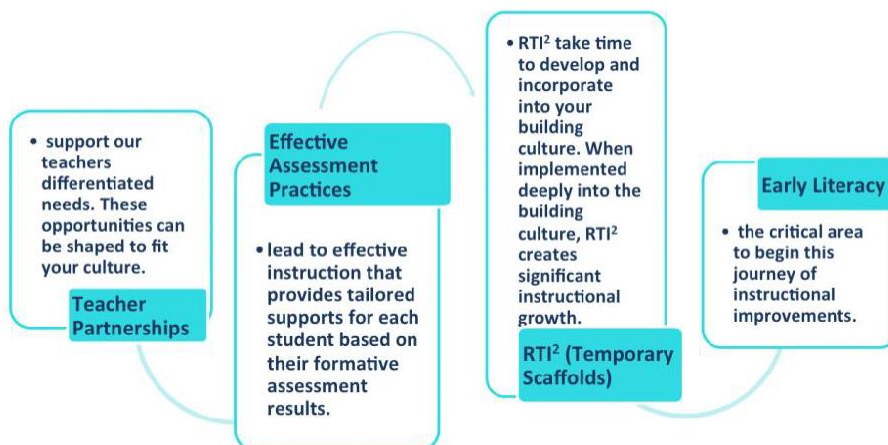
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What leader actions are necessary to support teachers to get students ready?



TN

In review:



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3-2-1 reflection

3

What three things did you learn that will impact your practices as a leader?

2

What two ideas do you need to discuss with teacher leaders in your building?

1

What one idea do you need to share with another leader?

TN

Bridge to Practice

The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

Similar to the two pieces of work we looked at, you will be asked to gallery walk the literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three.

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.



The Bridge to Practice will ask you to complete a student work analysis. (Detailed reminders will be emailed in March).

Do a gallery walk of the content literacy student work occurring in the classrooms in your school or district. You will be asked to bring five pieces of student literacy work that exemplify weak and strong alignment to course three. Select pieces of work from more than one content area.

This activity will be a part of our opening for Course Three and is an opportunity for you to extend the learning from Course Two into your current leadership practices.

TASL Credit and Survey Link

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Survey

- To receive TASL credit, you must complete the survey.
- Your survey link is:
<https://www.questionpro.com/t/ALbGhZTYKH>

Your facilitator names were:

- It is also in your **digital packet**.
- Your survey information and your name are separated by our surveying software and ensure that your survey responses are anonymous.



TASL Credit:

Click [here](#) to take the class survey to ensure you receive TASL Credit.